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SCHOOL-DAY PHILOSOPHY



R. G. CHOLMELEY-JONES



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SCHOOL-DAY
PHILOSOPHY

School-day Philosophy

by

R. G. CHOLMELEY-JONES
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no. 1.

"Seemingly small things often change the course of one's life."

SO it is that these philosophical expressions may help to stimulate a greater appreciation of the joy of life in the younger generation. To their elders they may emphasize certain views of life which are essential in the development of character.

NOTE

THE following thumbnail essays appeared first in the Review of Reviews, where they were received with gratifying appreciation. Each month as many as 24,000 copies were published, in pamphlet form, at the request of the heads of various schools and colleges, for distribution among their students.

The object of these brief papers is to put into as concise a form as possible some thoughts that may lead to character-building.

For permission to publish them in book form, I am indebted to the Review of Reviews Company.

THE AUTHOR.

December, 1916.

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LOYALTY

LOYALTY

*The Pride That Live Boys and Girls Have in Their
School Is Closely Related to Love
of Country—Patriotism*

THERE is a feeling we have for our native land; it is called patriotism. We have a similar feeling towards our friends and the institutions that we hold dear—but we do not call it patriotism, we call it loyalty. It is just as highly to be prized by the recipient, and should be bestowed with just as much care and reserve, as patriotism. True loyalty means that we are willing at all times to give our best efforts and our entire respect to the person or institution toward whom we have this sentiment. Unless we are willing to make some sacrifices or work harder than we are actually called on to, we are not loyal, we are merely following the paths of least resistance.

Every school is in reality like a small na-

tion. It has its laws and its customs, just as any large community or tribe has its laws and its customs. In a school boys and girls are governed by teachers, who understand the conditions surrounding their life better than they themselves do, just as every well-ordered country is governed by people who understand the surrounding conditions and are better equipped than the majority of citizens to make that country strong and powerful.

The opportunity which is offered, therefore, to every live boy and girl through school training is most valuable and should be improved to the fullest extent. Very often it is a matter of great regret on the part of older graduates that they had not understood fully when young the idea back of school life; and that they had not appreciated then the privilege of associating intimately not only with other boys or girls, but with the teachers who were responsible for the development of every student forming that little community.

It depends wholly upon the interest taken in our school days, while we are actually living them, and not in after life, as to how much

we get out of them. If as school boys and girls we are not heart and soul in sympathy with and loyal to some one particular school, then we have lost a great opportunity. For in early life to develop a true spirit of loyalty not only to the individual but to groups of people and communities is to develop that big side of our character upon which in later life are built our ideals and our ambitions.

TWO METHODS OF STUDY

TWO METHODS OF STUDY

TWO men stand at tables in a chemical laboratory. Both are surrounded by test-tubes, bottles full of chemicals, and other experimenting paraphernalia. They appear to the layman merely to be making tests, and he can see no difference in the experiments they are performing. Strikingly similar as their work may be, the objects and results of their efforts will differ widely.

The first man holds a test-tube half filled with liquid. He already knows the various elements that go to make up this liquid. His object now is to find out how much of each element is contained in it. In other words, *this man* is performing an experiment in *quantitative analysis*.

The other chemist is also working with a test-tube, but in this case he does not know what liquid it contains, nor its component elements. He is working in an unknown field, so to speak, where he must find what

elements make up his solution. This work will call upon his imagination and all his powers of reasoning and deduction. Only by selecting and rejecting tests will he make the experiment a success. *He* is working in *qualitative analysis*.

The same two processes of quantitative and qualitative analyses which are used in chemistry may be regarded as examples of the desirable and less desirable methods of study.

A pupil is told a myriad of facts dealing with one subject. The entire idea is to set forth a mass of information to be learned by heart. The more important facts are emphasized by the amount of time given the boy or girl to learn them. The pupil is then tested to see how many abstract facts he may have retained. Such training may well be considered "*Quantitative Education*."

There is another way of learning, far more interesting and valuable. This way enables the student not only to grasp the subject, but also to retain his knowledge of it. Here the purpose is not to fill the mind with facts, but carefully to select some parts and see how,

molded together, they complete the whole. The logical way these facts hinge upon one another shows their relative importance. Such a method can be considered "*Qualitative Education.*"

Take the school of to-day, with all its intellectual and physical advantages. It is really a great laboratory, but each pupil may be compared to the man whom we have seen working at his qualitative-analysis test. The pupil is encouraged to ask questions and get down to the basic principles of the subject. All his reasoning and deductive powers are called upon and developed. Ingenuity and originality are tested in many ways. In most schools the number in each class is limited. There is no learning a series of apparently disconnected facts by memory just for the sake of being able to recite them. The whys and wherefores of each individual fact are clearly brought out before going on to the next step. The pupil makes careful analysis of each subject brought before him, finding out the important facts of life and letters, and then judging for himself their relative im-

portance. Such school education really prepares boys and girls for the years after school. It is "*Qualitative Education*," and the most worth-while kind of all.

AMBITION

AMBITION

AS a rule things don't "just happen," but are the result of a definite effort on the part of somebody who has thought the whole thing out well in advance.

A boy once complained that he was not getting enough out of his school training, and upon investigation it was found that he was contributing absolutely nothing to the life of his school. In his process of thinking the situation over—comparing himself with other boys and deciding what kind of a man he wanted to be as compared with the men he knew or had heard about—his attitude changed, for he became conscious then of having an ambition. So it was, that he started to plan for his own future.

This change of spirit, this planning ahead, developed in him such initiative and ability that soon he was not only well up in his class studies, but he actually became the president of his class.

Probably this boy had always had an ambition; but he was no more conscious of it than the child in the cradle who reaches for the fly on the wall or the star in the sky. It was not until he became thoroughly conscious of his ambition that he really accomplished something worth while, both in the interest of his own school life and future success.

It is ambition that makes every live school-boy or girl want to accomplish something at school or college that will merit special commendation from both faculty and student body. So it is ambition that makes "worth while" grown people try to make their lives count for something not only in the eyes of those at home but in the eyes of the community at large.

From early childhood to mature age it is the consciousness of having an ambition that keeps us all alive and doing. Every one of us can well afford sufficient time to consider what is the best course for us to take,—what shall be our ambition—and when once our mind is made up we should see to it that thereafter we are continuously conscious of

having that ambition. What we accomplish will be our reward and the best proof that we have graduated from the "drifters" into the ranks of the ambitious.

CHARACTER

CHARACTER

LINCOLN had the right sort of character and so had Joan of Arc. Many people have character, although, in some cases, it is not always quite as good as it might be.

The time to start developing the right kind of a character is when we are young, for the traits which show themselves then form our character in later life.

Very recently in New York City there was a small boy who, having failed in his examination for promotion in one of the large public schools, came bravely to the principal's office with tears in his eyes and a shabby old cap clinched tightly in his strong boy's fist and told this story:

"Mr. ———, I have come to tell you why I failed in my examination, for I don't want you to think I am the kind of a boy who would 'fall down' and make a bad showing for my class.

"My father died a year ago and left

Mother with us kids to get along together as well as we could. There were three of us,—Harry, he was the oldest, thirteen years, myself, eight years, and little sister. We had nothing to live on excepting what we could bring in ourselves. Mother can't make much money, for she is generally sick, so most of the money comes from what Harry and I can earn.

“Harry, he works in an office and gets five dollars a week; then at nights he checks coats at a restaurant and earns three dollars more, so it is up to me to help. We don't live swell—for what little money we dig up goes in eats.

“I can't get a regular job because I am too young to be out of school (that's the law), so I sell papers before school and after, and it's mighty tough. Every morning I get my papers at half-past four or five, so as to have them all sold before school opens. After school I get a bunch and sell them to the crowds going home from work. When there are night extras it makes it harder because I don't get through until pretty late. Lots

of times the fellows in the newspaper shipping room let me spend the night there, for I can study my lessons by using their light, and then when I get so sleepy I can't stay awake I roll up on a bunch of papers and stay there until it is time to start the next day.

"It is mighty hard to keep up with the other boys in their studies and at the same time help take Dad's place in keeping Mother and the baby. Of course, I like to do it, but then a fellow can get so sleepy and tired that it makes him feel sick for a while.

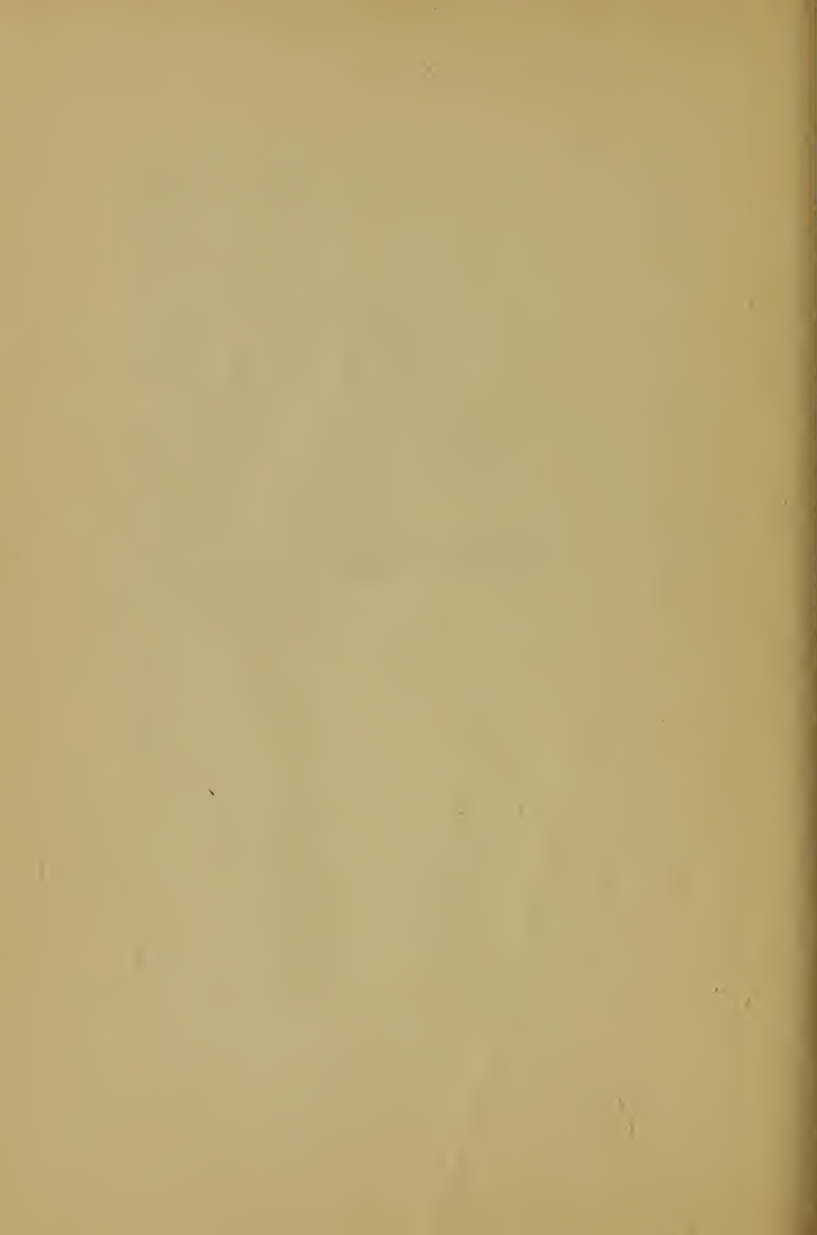
"I tried mighty hard to keep up in my class and pass those examinations, because I wanted to help the other fellows and the teachers make a good record for our class; and now I have failed, and I am sorry. But I want you and the others to know that I didn't mean to fail."

At the graduation exercises a few days later the principal, after giving out many certificates and diplomas, remarked that most likely the mother of each graduating boy would feel that her son was the brightest and best of all the class, but that as a matter of

fact the most successful boy of the whole school, the boy who was making the most of his life, and whose character was developing fast each day, had not graduated at all, but was obliged to spend another term in the same grade. Then the principal told the story which has just been told to you.

This story is a true one and is a good example of what character really stands for. It is not a matter of wealth or position, but of something fine that is within us and we are capable of developing just as this fine little newsboy did, who in reality was so much like "Lincoln."

CONFIDENCE



CONFIDENCE

*Seemingly Small Things Often Change the Course
of Our Life*

IN the country there once was a small boy who, because of an apparent lack of interest in things about the farm and at school, became the worry of his family. Nothing seemed to go right with him, and his conduct was such that his parents seemed to be justified in being concerned about his future. Finally, as a last resort, a town relative was sent for to give the lad a real talking to.

The appointed day arrived for the "lecture" and Harry was brought into the living room—trembling with fear and partly set in his determination to do things in his own way.

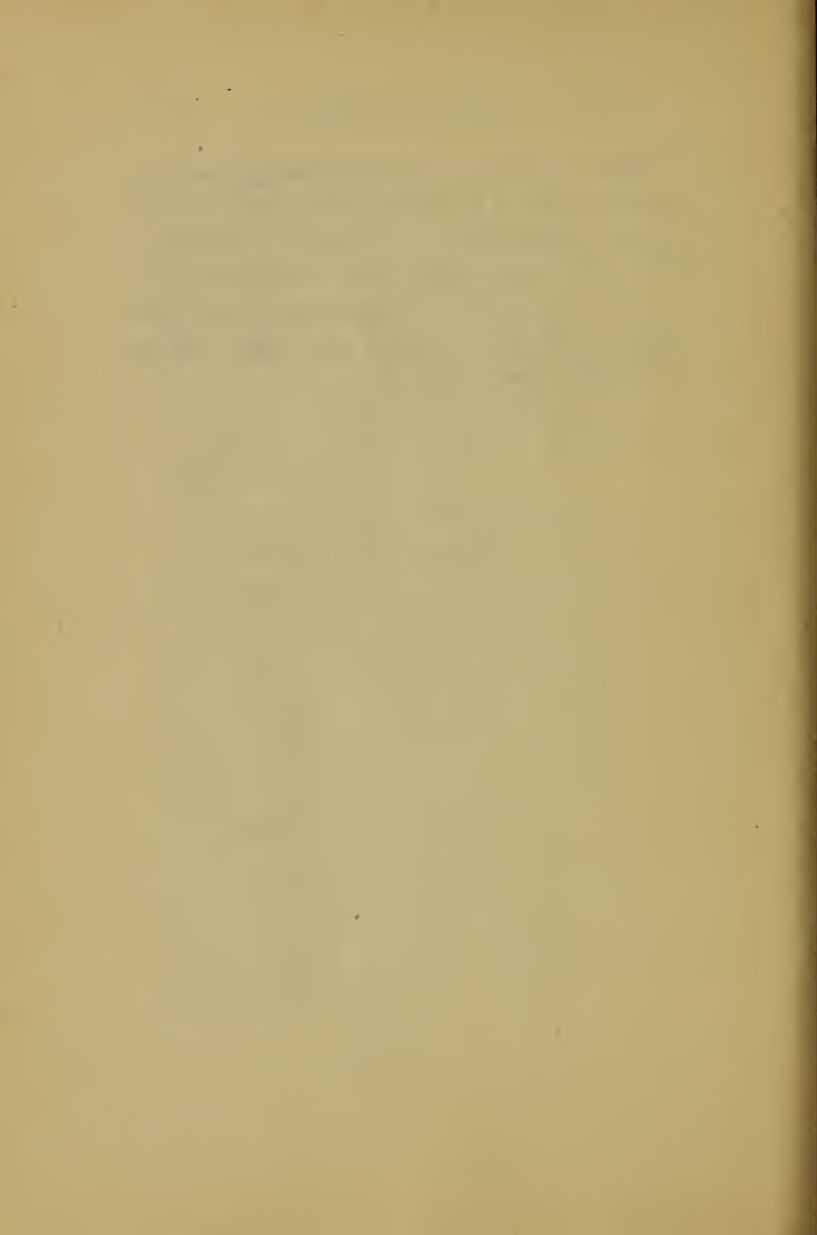
"Harry," said the town relative, "your father tells me that he is much worried about you. He thinks you are going to be the black sheep of the family, but I am not worried in the least. You are just a boy after all and I have confidence in you."

That was all there was to the lecture and

the subject then changed to other things. But that one little sentence of encouragement spoken by the town relative proved to be the turning point in that boy's career. It directed his course immediately toward ultimate success, rather than failure. *Someone had confidence in him*; and, therefore, he in turn developed confidence in himself and in his ability to stand up under the test. To-day he is a successful business man.

There is fun as well as satisfaction in accomplishing difficult things. It doesn't matter a bit whether it is long division, algebra, Latin, football, the first day's work at being office boy, the building of railroads, or any other task. No one actually knows what the outcome of an undertaking will be until it has been completed, but one thing is certain: The coward, the boy or girl, man or woman, who has not confidence in his or her ability to conquer a difficult job, will never have even the opportunity to become really successful. Do not, however, mistake conceit for self-confidence, for one is destructive and the other constructive.

Whatever you have set out to achieve, approach it with a firm belief in your ability to succeed. Cultivate a feeling of confidence both in the cause and in its accomplishment, and then even the things that seem most difficult will become easier and soon will be well within your reach.



YOUR VACATION TIME



YOUR VACATION TIME

PLAN new activities to occupy your vacation time. Brilliant ideas have sometimes been developed by people while playing, for then the mind is free from fret and worry.

If you are sick or overworked, by all means "loaf"—do absolutely nothing for a while—rest the mind, and give the body a chance to recuperate. Thus you will gather new energy and serenity of mind.

On the other hand, very likely you are well—the great majority of us *are* well. In that case, your vacation will be devoted mostly to recreation of some kind.

If it is to be play, then play vigorously, so that you may strengthen the faculties that produce energy, fitness, and enthusiasm. Make every minute of play just as important as your serious tasks at school. Select games that require more than mere luck and chance to win, games that will exercise and exhilarate

the mind as well as the body. For competition in sports develops the mental powers, improves the judgment, and makes for ability to decide quickly.

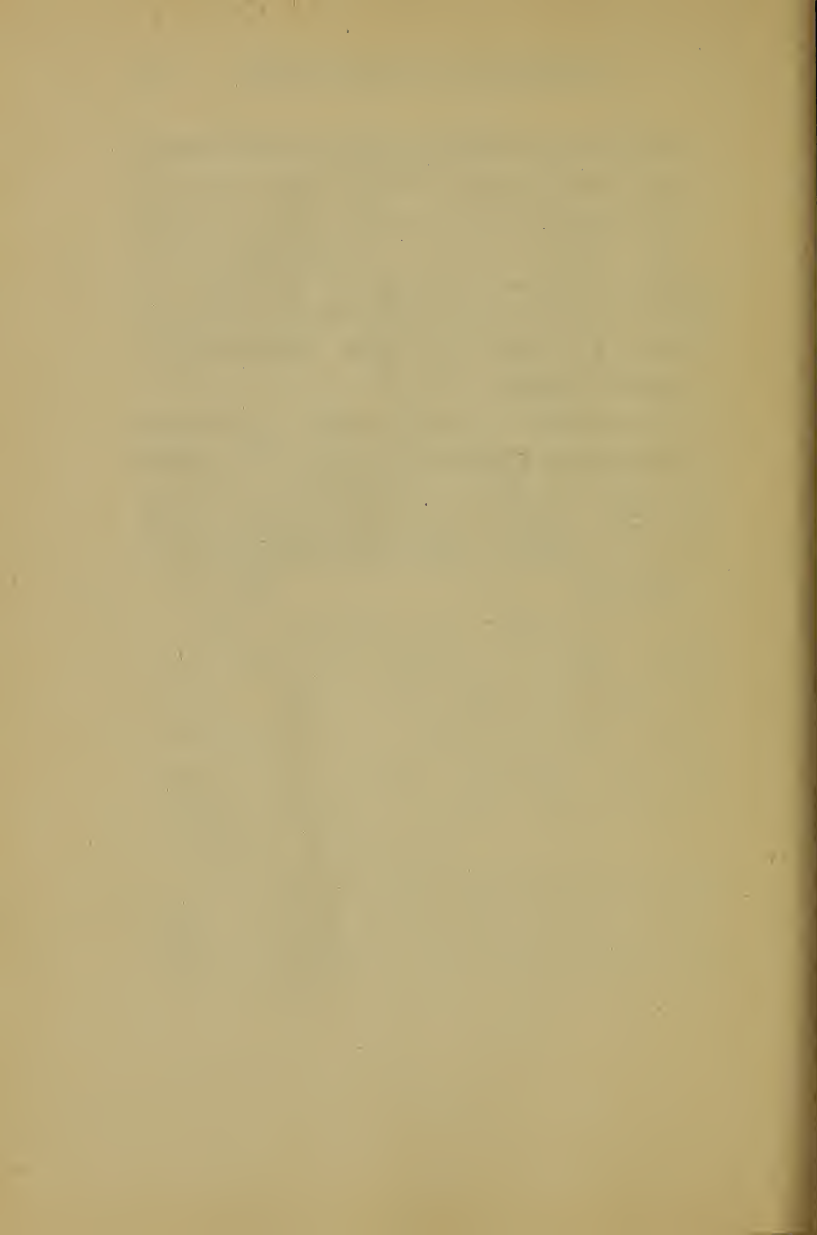
And to do things well, you should become really interested in what you are doing, whether it be a game of tennis or a problem in mathematics. Interest is largely a matter of our mental attitude toward the business in hand. Go at the task in the proper frame of mind. You remember how some days you have been enthusiastic about something which, the next day, has not interested you a particle.

This vacillation and wabbling is what sometimes causes people to become "rolling stones." They cannot find useful places for themselves in the world of activity because they do not become specifically and thoroughly interested in some special lines of endeavor. So they fail.

With the beginning of your vacation time, make up your mind that there are certain definite things you are going to learn to do well during the summer. Choose some line

of activity particularly fitted to your temperament and physique; and go at it with a determination to excel in that line. Perhaps your vacation will be all play; maybe you are going to take advantage of the long rest period to continue studying some of the problems which you have been undertaking at school or college.

But whether it is to be study or recreation, determine that whatever you tackle, it shall be done as well as it is possible for you to do it. The result is certain to justify the intelligence, initiative, and effort which you have expended.



DECISION



DECISION

*Cultivate the Power of Personal Decision, Based
Upon Facts, Rather Than Depend Ex-
clusively Upon the Decision of
Others*

IT is the easiest thing in the world to cultivate the habit of letting others think for you, and to base your own opinion upon the decision reached by someone else. Wabblers let anyone decide for them, but wabblers usually become nonentities.

In developing the power of decision you need three distinct qualities.

First, the ability to acquire important facts.

Second, the capacity to weigh these facts, without prejudice, and to come to a definite conclusion.

Third, sufficient strength of character to carry out your mental determination.

In order to have your decisions valued and respected by others it is important that you should not be obstinate, stubborn or opinionated, for

To be obstinate is to be weak, and an obstinate person is seldom strong enough in character to change an opinion which he has already expressed.

To be stubborn is to be ignorant, for stubbornness locks out all willingness to recognize facts or to listen to reason.

To be opinionated is to be conceited; nothing is quite so destructive to character-building as conceit, and no trait is so damaging to one's career, for it is universally ridiculed and despised.

While it is important to get the opinion of others, yet to base your decision entirely upon their opinion would be to deprive yourself of the opportunity of developing character. According to Harrington Emerson, the efficiency expert, one of the thirteen most important principles of efficiency is "to obtain and use

competent counsel." But it must be remembered that this obtaining and using competent counsel is only for the purpose of allowing one to base *his own* decision upon facts rather than upon suppositions.

At school or at college, at home or in business, things often happen that call for immediate action. For those who cultivate the habit of making decisions these problems are easily met, but for those who always follow the lead of someone else the situation is much more difficult.

How can I get the most out of my school and college training?

What sports shall I enter?

Shall I try to become an officer of my class?

To decide these important questions competent counsel is needed. But the final decision, if it is to be the right one for you, must rest entirely in your hands. Resent the tendency of others to decide for you and cultivate zealously the power of decision. To aid in cultivating the power of decision it is well to make a private written memorandum expressing your

views; and then hold to that decision until you are justified in changing it, basing your later decision upon facts that can be substantiated. People of decision do not necessarily go about imposing their views upon others. However, they are conscious in their own minds of having formed a definite opinion which can be intelligently expressed if the occasion requires.

To cultivate the habit of decision develops a splendid feeling of confidence and self-possession. This feeling of confidence in ourselves will inspire others, even if they do not agree with us, to have confidence in us and to respect our decisions.

SUCCESS



SUCCESS

*Our Own Success Should Not Be Based on the
Failure of Others, but Entirely Upon Our
Own Individual Conduct*

RECENTLY a very successful man, when asked how well he played golf, replied: "Just well enough to let my partner win; then he will be happy, and I'm sure that I will be also. I play for the fun of the game and the companionship of my partner."

Here is a man whose life is a real success, adored and respected by his family and friends, a creator of a big business, and an extremely active factor in local affairs as well as the affairs of the nation. Yet he has made certain that his success is not based upon the failures of others. On the contrary, as he achieves success he helps others to win success also.

At school, for instance, the failure of some

students is not necessary in order that others may succeed. It would not detract in the least from the success of each individual student if all the students in a class should make a perfect record; but rather it would add materially to the possibilities for continued and greater success of the individual by reason of his association with other successful students.

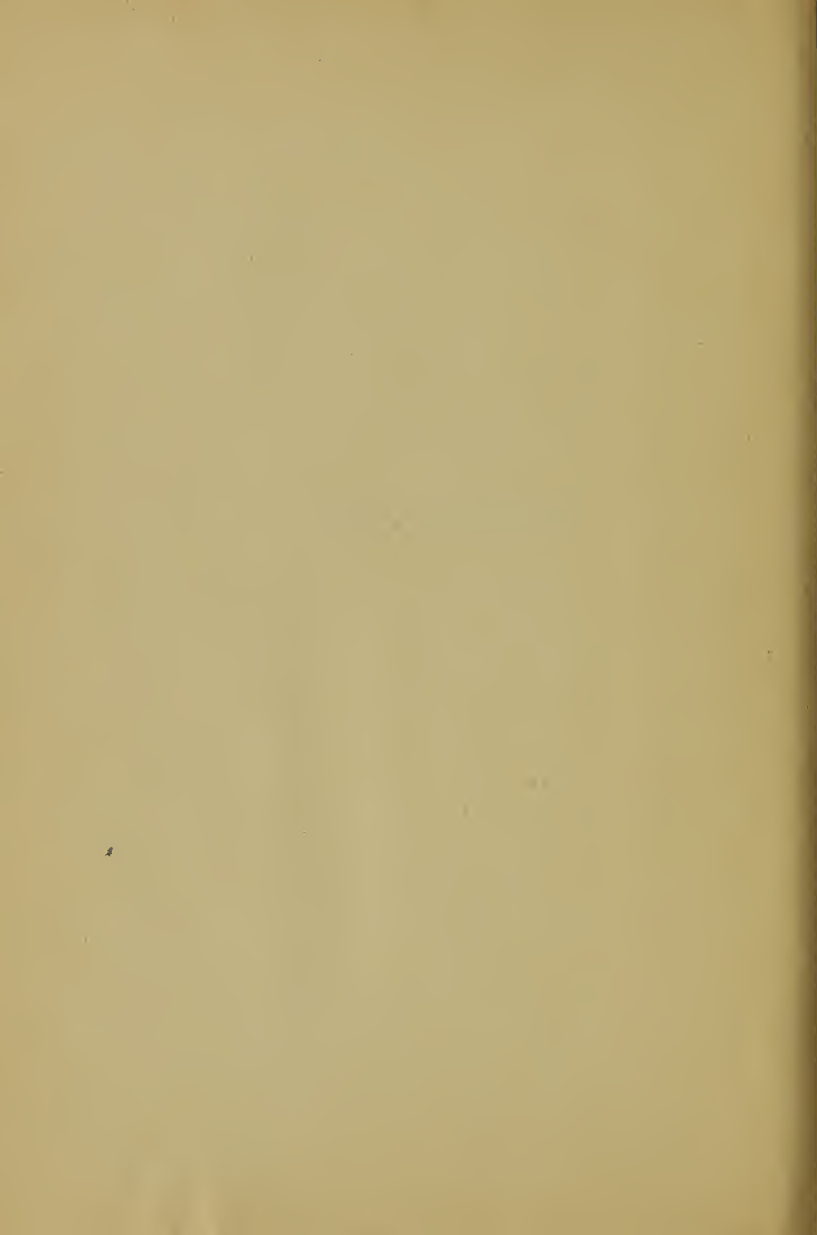
To-day, America's leading industries are based upon principles of co-operation rather than unfair competition. Manufacturers have learned that each successful business creates a larger demand for the product of that particular industry, and that it is bad business to try to succeed by the destruction of others.

School boys and girls—those who intend to take their share of the big responsibilities which will rest upon their shoulders as they grow older—should get in early life a full appreciation of the word success. Real success often has nothing to do with money or even fame. These rewards are merely incidentals. Among the really successful people in the world are many who are neither rich

nor famous. Yet they are successful because every day they are doing those things which are most important and worth while in life.



DETERMINATION



DETERMINATION

*Success Is Based Largely Upon the Degree of
Determination with Which We Tackle
Our Daily Problems*

LACK of determination gives us an indifferent attitude towards life.

It is impossible for old people to live their life all over again with a determination to do things differently—so it is up to every live boy and girl to take a definite part of each day seriously—with a DETERMINATION:

To start each day with a clear conscience and a happy heart.

To be strong and brave.

To do something really worth while each day.

To make good resolutions and to stick to them.

To study hard and to take proper physical exercise.

To work and play with enthusiasm and sincerity.

To be absolutely honest in all dealings.

To be considerate of relatives, teachers and friends.

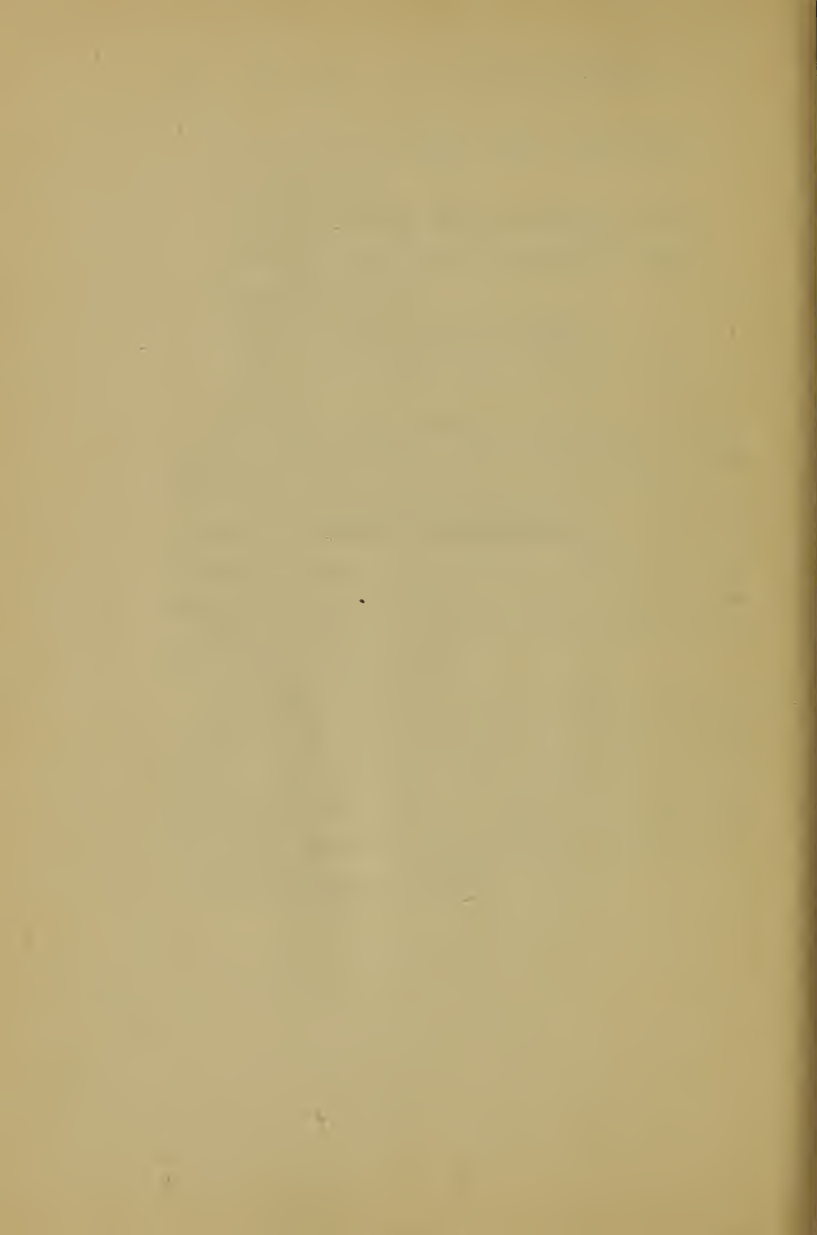
To make other people happy.

To correct today the errors of yesterday.

It is surprisingly seldom that people fail to do well those things which they set out with a definite determination to do. There is power within all of us to do not only the usual but the unusual, if we will only make up our minds definitely to do so, and are willing to expend sufficient energy and initiative to see it through.

As evidence of our own determination to be strong let us decide today upon certain things to be accomplished, then "go to it" with a genuine desire to win. What we accomplish will give renewed self-confidence and will in itself be sufficient reward.

ASSOCIATIONS



ASSOCIATIONS

*In the Making Up of Your Particular Group,
Where Do You Come In?*

THE mere opinion of outsiders that you are one of a certain group does not, by any means, constitute you a real and vital member. That depends entirely upon what in reality you are.

Consider out of all the people you know, irrespective of age, who by reason of their individuality you would consider as one of your particular group.

Every living being, young or old, is included in some special group. Even in fiction it's the same. Tom Sawyer was one of a group, and Penrod, too, to say nothing of Mark Twain and Booth Tarkington, the authors, through whose genius these two characters were created. The more human and successful people are, the more important and lasting will be their influence.

It is part of human nature to associate mostly with those who share our own ideals and ambitions. Therefore, we must start early to develop courage, which begets team work; fairness, which begets confidence, and sympathy, which makes opportunities for service.

Association has much to do with our individual success or failure, depending to a large degree upon our ability to select as intimates those boys and girls, men and women, who through strength of character, industry, and square dealing, are bound to succeed, and who are continuously contributing to the life of others.

It may not always be appreciated, yet it is an important fact that although parents have the responsibility of placing us among the proper kind of friends, we must, after all, choose our own special group of intimates.

Often, boys and girls, in their natural desire to have friendships of their own making, will apparently be lacking in appreciation of home interests. The showing of enthusiasm for school life, where there are

many other boys and girls—the desire when out of school to play in someone else's "backyard"—is merely an expression of character, expansion and development. In this way special groups are created, which, if properly formed, will last even into old age. Consider our parents' present friendships which were started 'way back in school days.

Lucky indeed is the boy or girl in whose "backyard" all the other friends want to play. The parents of that boy and girl understand and appreciate the psychology of youth, and know instinctively how best to develop young initiative.



A LETTER



A LETTER

*Are You Living Up to the Trust and Confidence
That Someone Has Placed in You?*

October 1.

“**J**UST now I have written Father and Mother about sending you to —— Academy. After receiving several very interesting letters from Dr. ——, Headmaster, arrangements have been completed for your enrollment, and the school is opening October 11.

“As you know, all of us have not had the advantages of a private school training, for it was necessary for us to start work mighty early in order to make ends meet. However, by practising certain economies, it has been made possible for you to attend the —— Academy. I am reminding you of all this because I think it only fair that you should know the facts, and I feel absolutely confident in knowing them you are going to

do your part in making the most of your opportunities.

"There will be many temptations at school to do things that your conscience will tell you should not be done. It is at these times that I want you to show me how really big and strong you can be. For instance, smoking. I want you to play fair by not even taking a little smoke now and again on the sly. It is not worth doing compared with all the reasons why you are asked to let it alone.

"Besides being a very dear brother, I think you are an unusually fine boy, with really big chances to make a striking record for yourself at the —— Academy.

"In every instance play fair and square with the other boys. Try not to fight, but do those things that are kind and strong.

"Choose carefully those boys whom you are going to make your intimate friends, for they will, in all probability, be your best and most intimate friends throughout all your life.

"I would like especially to have you get to know the Headmaster and teachers well. see

as much of them as you can, even try to play with them if they will let you. Remember they are just as human and anxious to play as the rest of us, so do not fail to show them that you appreciate what they are doing for you.

“We are all anxious to have you take an active part in the affairs of the academy and your special class. But don’t try always to dominate, but give the other fellow a chance. Keep in mind, however, that it is much more fun to be recognized as one of the leaders than to be classed among those who take little or no advantage of their school opportunities.

“A few days ago you had a perfectly good (13th) birthday and I am sorry that right then and there I didn’t write you a letter of love and congratulations. Will you consider this as my birthday letter, and your tuition to the ——— Academy as your birthday present?”

This letter is still another evidence of the fact that whether it be grandparents, father,

mother, aunt, uncle, cousin, sister or even a "big brother," there is always someone who is spending much of his life to see that our lives are well directed.

Therefore, our answer to any such letter as the one quoted above is given by our willingness to play the game fair, and to prove, irrespective of our age, that we are deserving of the confidence and trust others have put in us.

COURAGE

COURAGE

*That Inner Power Which Makes Us Continue in
Pursuit of an Ambition, Even Though Our
Weaker Selves Bid Us Give In*

“REMEMBER,” said one of our Civil War Generals to his men before going into battle, “in all probability the enemy are just as scared of us as we are of them, so let’s continue our charge with vigor that the courage of the enemy may be broken and that our own may be maintained to the very end.”

It is a fact that we would accomplish much more in our lives if only we had a little more confidence in our own ability to succeed. This lack of courage prevents many, both young and old, from attempting things that are in reality well within reach, and from continuing in pursuit of an ambition when the battle is all but won.

In the great armies of the world men are

trained to be brave in the face of great dangers—they are trained to continue their charge upon the enemy, even though comrades are being killed to the right and to the left—never flinching once, nor permitting their minds to become cowardly.

So it is with boys and girls who are in that glorious period of youth attending school or college where others, too, are being trained that each may graduate equipped to tackle the bigger responsibilities of life with a courage and enthusiasm which will realize for them their greatest ambitions.

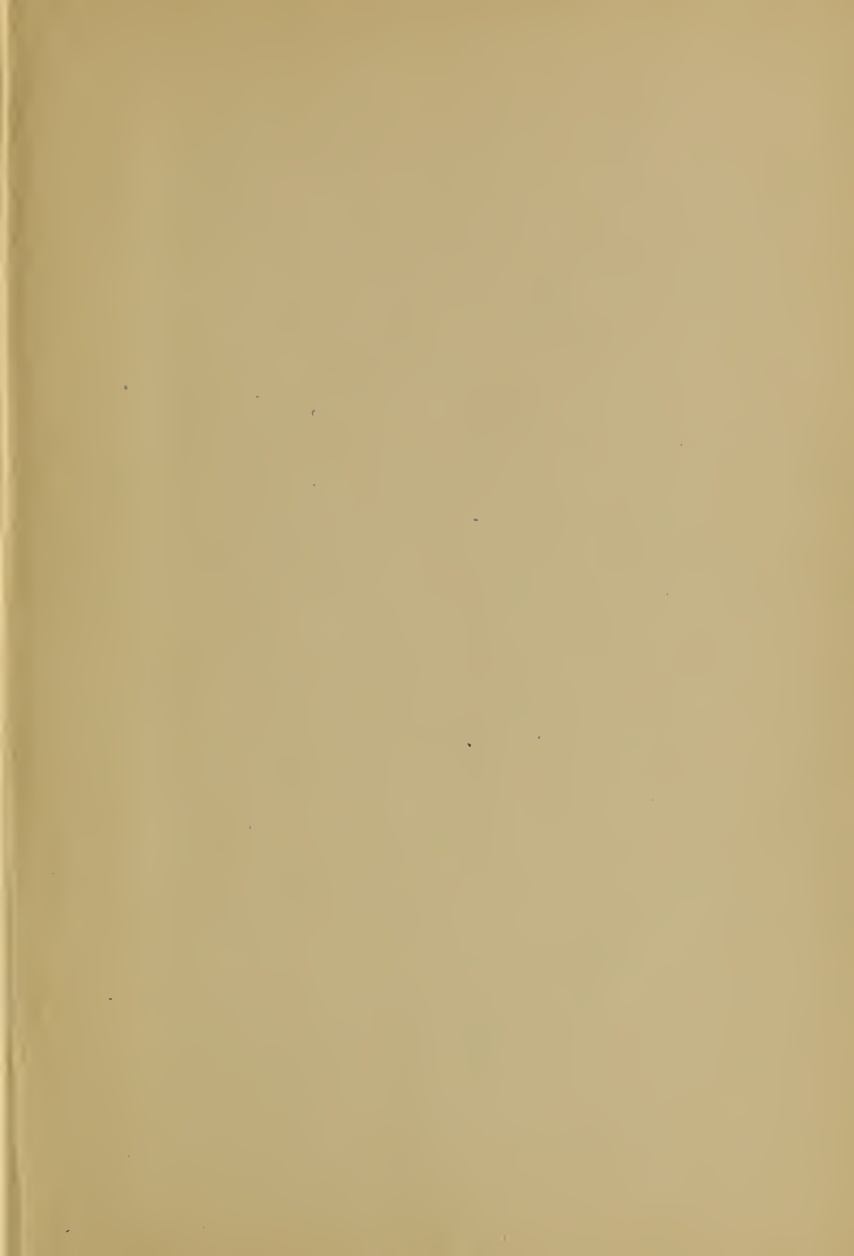
It is just as wonderful an experience to be recognized as a big boy or girl as it is a big man or woman. So don't sit back and wait until age has crept on before making a real attempt to succeed in something that is big and worth while.

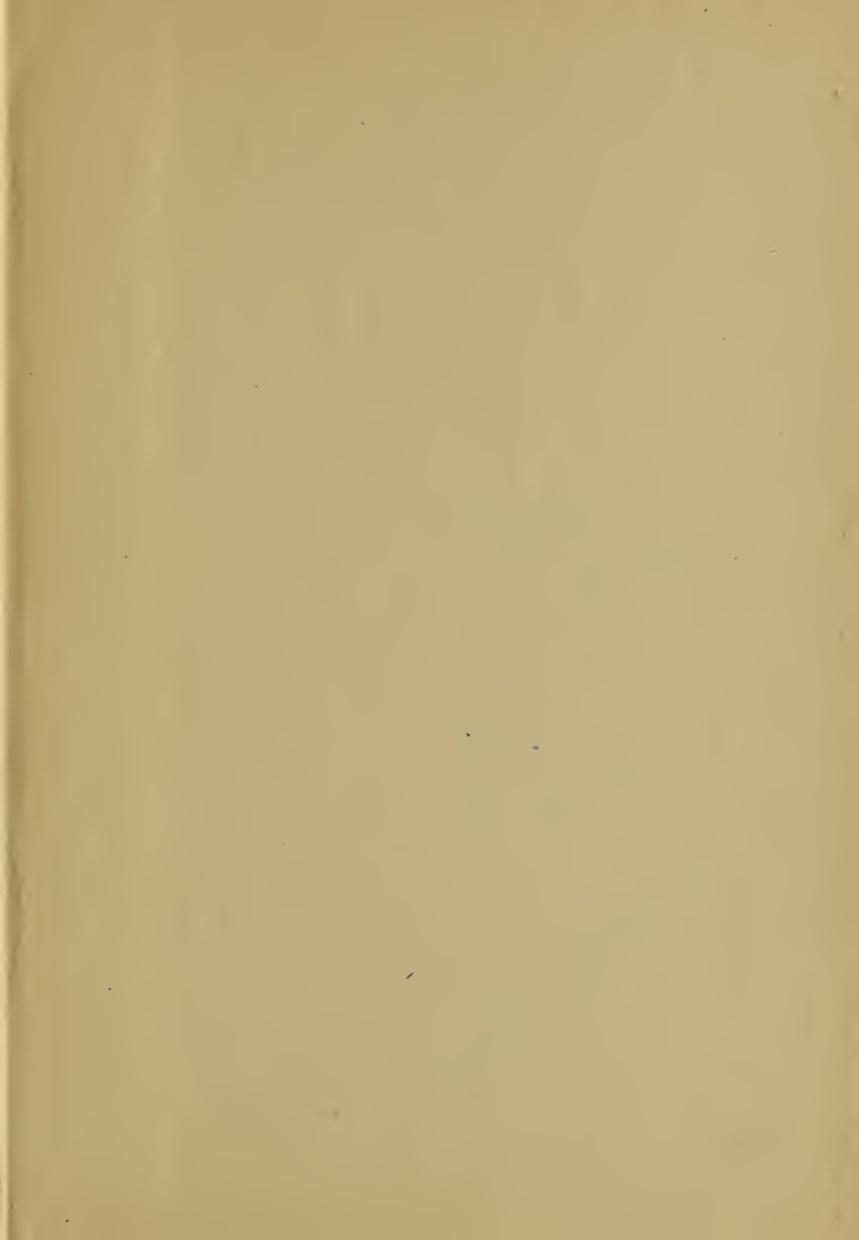
In class don't sit crouched behind the ones in front so as not to be called upon and compelled to make good; in sports don't jump aside and encourage another to take your place, when in your heart you believe the active part of the game is coming your way.

Stand up under the strain and prove that you are a person of courage.

To shirk constantly the responsibility of making good before others, as well as to one's own conscience, is to encourage a life of failure, rather than one of strength and success.

While at school or college earn a reputation for being brave. Do those things that are worth while and that will make your classmates remember you always for your courage and strength of character.





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